



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Problems of the Secondary Teacher. WILLIAM JERUSALEM. (Translation by CHARLES F. SANDERS.) Boston: Richard G. Badger. 1918. Pp. 253.

The virtue of William Jerusalem's *Problems of the Secondary Teacher* is that it is forward looking; its vice is an obscurity of the vision. It has an abundance of suggestion of a fertile mind at work in the quiet of the study; it has the confusion and indefiniteness to be found in a jumble of psychology, philosophy, sociology, and religion. The American secondary teacher who reads it will be stimulated to consider seriously the problem of secondary teaching, but he will lay it aside with no well marked path to lead him on. The American teacher is seeking a point of view from which he may see a clear road leading to the Delectable City where dwell all of the children of all of the people educated. The guideposts and milestones on this road, philosophy and psychology, must be clearly marked. Mr. Jerusalem's markings are not clear.

WILFORD M. AIKIN.

SCARBOROUGH, N. Y.

JOURNALS AND NEW BOOKS

PSYCHOLOGICAL BULLETIN. December, 1919. *A Note on Social Inheritance* (pp. 393-394): H. B. ENGLISH. — Social psychologists are coming more and more to realize the importance of social as well as biological inheritance. *Instinct, Imitation and Play* (pp. 395-403): E. N. HENDERSON. — Twenty-three researches are reviewed. The study of instinct in recent years may be said to have followed four general lines: Attempts to analyze instinctive activities and to develop a mechanical or psychological theory to explain them, proposed classifications of instincts, studies of particular instincts in man and the brutes, comparison of the relative strength of the various instincts. *Reviews: Croce's Logic*: W. C. RUEDIGER. *Pikler's Gegenfarben*: L. T. TROLAND. *Kemp's Autonomic Functions*: L. DOOLEY. *Mardell's Erotic Motive in Literature*, *Martin's Psychic Tendencies*, *Higier's Vegetative Neurology*: S. I. FRANZ. *Haggerty's Reading and Intelligence Examinations*: F. N. FREEMAN. *Editorial Notes. Indexes.*

Brousseau, Albert. *Essai sur la Peur aux Armées, 1914-1918.* Paris: Félix Alcan. 1920. Pp. 158. 6 frs. 60.

Carr, H. Wildon. *The General Principle of Relativity, and its Philosophical and Historical Aspect.* London: Macmillan & Co. 1920. Pp. vii + 165. 7s. 6d.